

Two Part Series: Self Regulation – Why it Matters and How to Help Students Achieve It



PRESENTED BY

Krystal Abrahamowicz & Crystal Pelletier



SERIES SESSIONS

Date	Time
December 05, 2019	4:30 PM – 6:30 PM
December 12, 2019	4:30 PM – 6:30 PM



LOCATION

**FFCA - Learning Centre - 110 - 7000
Railway St. SE**

FEE

\$30.00

QUESTIONS?

Contact Us:

crc-register@arpc.ab.ca
403-291-0967

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Program

TARGET AUDIENCE: K-12 EDUCATORS AND EDUCATIONAL ASSISTANTS ARE ENCOURAGED TO ATTEND

Mastery of self-regulation, in addition to playing an important role in healthy development, is imperative for success in the classroom. Students who understand their own personal needs, and teachers who understand the cues students give about their needs by virtue of their behaviours, are able to create the classroom conditions for optimal achievement.

Our actions and behaviours give both ourselves and others clues about our regulation status. Educational staff, as well as students themselves, can become 'regulation detectives' to create the ideal conditions for learning. Acquiring the ability to understand and respond to self-regulation clues and cues leads to a learning environment where students can feel well and are best able to achieve.

In this two part series about self-regulation we will explore ideas put forth by Stuart Shanker, Barry Zimmerman, and others to learn:

- What self-regulation really means in the classroom and why your students' (and your own!) ability to self-regulate matters
- How to respond to a student's arousal state and emotional state to encourage their best regulated self and maximize learning in the classroom
- The role of stress in learning and in self-regulation
- The difference between stress behavior and misbehavior and how to promote appropriate behavior in a positive way

- How to develop your students' personal and academic self-regulation including practical strategies and processes
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Presenters

Krystal Abrahamowicz

is currently the Coordinator of Inclusion for Foundations for the Future Charter Academy. With extensive background and training in gifted education, and many years of experience supporting diverse learners, Krystal is a passionate believer that every student can experience success at school. Krystal has extensive experience with adult professional learning, serving as the Executive Director for the Calgary Regional Consortium (CRC) from 2019 - 2022. During her time with the CRC, she authored the *Supporting High School Completion a Tool Kit for Success* resource and had a key role in developing the Implementation and Planning Tool in the Government of Alberta Resource *Working Together to Support Mental Health in Alberta Schools*, as well as the ARPDC *Weaving Ways* resource which supports teachers in including Indigenous knowledge systems in their practice.

Crystal Pelletier

is a Designer of Professional Learning with the Calgary Regional Consortium. In this role, she has supported the Education for Reconciliation gatherings and Inclusive Education professional learning. Crystal also leads undergraduate Bachelor of Education courses on Inclusion at local Universities. Previous to this, she spent over 17 years as a Teacher, Inclusive Education Planning Tool (IEPT) Pilot coach, and then Instructional Coach with Fort McMurray Catholic School Division. Crystal believes that we can support all learners and craft learning opportunities that build in choice and trust every step of the way.



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